

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CO) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Heritage Oak Elementary School	31-66803-6108963	May 29, 2025	June 12, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001 (g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Heritage Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success.

This template is based on the December, 2023 COE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Heritage Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement aims to outline a structured and comprehensive approach to improving student learning outcomes and overall educational success.

n/a

School Vision and Mission

Heritage Oak Elementary School is an educational community that works collaboratively to reach the following goals:

- Meet the social and emotional needs of all students
- Develop and maintain programs and an environment that supports positive student engagement and school-wide success
- Build staff support and collaboration
- Integrate and utilize technology to improve the educational experience for all students
- Create programs and opportunities to nurture growth academically and emotionally
- Implement programs for academic success and social growth
- Establish communication between all stakeholders that involves active listening, problem solving and the careful consideration of student needs

At Heritage Oak we strive to provide an optimal learning environment for the social, emotional and academic development and success of our students. We continually work to enrich the lives of all students through meaningful learning activities which promote self-esteem, responsible behavior and academic success. Our mission cannot be accomplished without every student having the opportunity to meet their potential.

School Profile

Heritage Oak Elementary School, home of the Huskies, is an award-winning school (CA Distinguished School 2002, 2010, Silver Medal for PBIS implementation 2017) serving Roseville/Dry Creek community since 1992.

At Heritage Oak, we support students both academically and social-emotionally. We believe all students can achieve academic success. It is our belief that all students have special talents and skills that should be celebrated and a part of our job is to discover those assets in our students. The Heritage Oak staff has high expectations and strives to encourage all students to reach their goals.

While a school's main priority is to educate students and provide them with the academic skills necessary to be successful in our society, it is equally important for schools to help students reach their full potential in regards to, character as well as academics. At Heritage Oak, we have multiple social-emotional supports to aid students in understanding and managing their own emotional, social, and academic success. We are also continually refining our school-wide implementation of PBIS (Positive Behavioral Intervention Systems) in which we focus on creating a climate of respect and trust on campus. This year we are infusing our Trauma Informed Schools training with PBIS. Heritage Oak has implemented Restorative Practices to give our students the ability to repair harm and restore relationships when harm has occurred. This year we created a Husky Restorative Room for staff and students to use for restorative conversations, conflict management, and counseling groups. Staff and students work together to create a culture of kindness, care, and respect here at Heritage Oak. Our highly qualified and caring staff explicitly model and teach our three school-wide school expectations: Be Safe, Be Respectful, Be Responsible. Students who exhibit these expectations are acknowledged by receiving Husky Tickets for behavior. These tickets can be redeemed for a variety of tangible items and nontangible privileges. Our positive school culture is felt the moment our students step on campus. Our staff is consistent at implementing positive strategies and healthy conversations into all aspects of teaching. We are

be the difference at home, at school and in our community. We use our Motivational Mondays to have conversations and teach lessons about empathy, compassion and kindness. A video or quote is sent to staff to read/show to students on Motivational Mondays and they use this as a tool to begin each week. Staff and students are encouraged to wear motivational t-shirts on Monday as well. This year a talented group of teachers are implementing conflict managers. Our 4th and 5th grade conflict managers will support students with issues that occur at recess and lunch. The Conflict Managers undergo training and regular check-ins with supporting staff. Conflict Managers are visible on campus by their specific sash that is worn when they are on duty. This program is another way our staff works to build student leaders.

Parents are an integral part of our school community as partners in the education of their students. Volunteers serve to assist teachers and students inside and outside of the classroom. Parents also have opportunities to engage in school through participation in the School Site Council, PTA, Art, Music, PE program, ELAC meetings, Watch O.O.G.S., and multiple family events throughout the school year.

Heritage Oak Elementary School is proud of its commitment to ensuring that all students are respected, cared for, and nurtured academically and socially. There are so many ways to engage students in learning and we are honored to work as a community towards that endeavor. Heritage Oak students, parents and staff possess the ability and drive to forge new and innovative programs to develop a balanced and effective education for all students. The staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Staff are GLAD trained and utilize GLAD strategies in all subject areas to infuse GLAD strategies in lessons throughout the week and have planning time with their team.

Our site is focusing on intentional, explicit Tier 1 Interventions this year. Professional development for staff will continue throughout the year so interventions can continue to meet the needs of all students. Through PLC meetings, SEL team meetings, PBIS team meetings and Collaborative Conferences, we are working together to ensure academic and SEL interventions take place with consistency and fluidity based on student need. This year as a staff, we are growing professionally with extracurricular and enrichment opportunities that include Student Advisory, Cross Country, Battle of the Books, after-school reading tutoring. We currently have 3 SOC classes on our campus and teacher teams meet monthly to collaborate on inclusion.

Staff professional development this year will also focus on Differentiation of Instruction in combination with our continued work on improving our Multi-Tiered Systems of Support. As a staff we will work together to complete our MTSS pyramid as our programs grow both academically and social-emotionally.

Heritage Oak Elementary is one of nine elementary schools in the Dry Creek Joint Elementary School District. The curriculum is focused on Language Arts, English Language Development, Mathematics, Social Studies, and Twig science. All certificated staff is GLAD (Guided Language Acquisition & Design) certified. We emphasize a proactive problem-solving atmosphere and promote 21st Century learning in which students are able to collaborate with one another, problem solve and critically reason. Heritage Oak is refining our use of the adopted ToolBox program and Zones of Regulation to support children in understanding and managing their emotions, social, and academic strengths and areas to improve.

Heritage Oak serves a diverse population of 636 students in Transitional Kindergarten through 5th grade. Below is a snapshot of the Heritage Oak student population demographics:
Ethnicity: 47% White, 25% Hispanic/Latino, 2% African American, 5.4% Asian (non-Hispanic), 1.8% Filipino, .3% American Indian-Alaskan Native
English Language Learners: 9% of student population
Socio-economically Disadvantaged: 37% of student population

Educational Partner Involvement

How, when, and with whom did Heritage Oak Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

At Heritage Oak, we believe that all engagement partners should be involved in the development, maintenance, and review of all school goals and programs. On an ongoing basis, the school staff, the Site Leadership Team, ELAC committee, and the School Site Council analyze school data and provide input on our school goals and academic programs that are monitored through the SPSA. We adjust our goals and programs based on data and feedback from our engagement partners and the ever changing needs of our student population.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following subgroups have an overall performance level of red or orange.

ELA: Socioeconomically Disadvantaged (orange), Students with Disabilities (red).

Math: Socioeconomically Disadvantaged (orange), Students with Disabilities (red)

English Learner Progress:

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: Socioeconomically Disadvantaged (orange), Students with Disabilities (orange), White (orange), and Asian (orange).

Chronic Absenteeism: English Learners (orange), Socioeconomically Disadvantaged (orange)

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following subgroups are two or more performance levels below the "all student" performance category.

ELA: Students with Disabilities

Math: Students with Disabilities

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Suspension: none

Chronic Absenteeism: none

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Heritage Oak Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the COE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.33%	0%	0.31%	2	0	2
African American	2.30%	3.19%	3.12%	14	20	20
Asian	5.58%	6.7%	7.17%	34	42	46
Filipino	2.63%	3.03%	3.43%	16	19	22
Hispanic/Latino	28.24%	25.84%	24.61%	172	162	158
Pacific Islander	0.16%	0.16%	0.16%	1	1	1
White	50.08%	47.37%	47.51%	305	297	305
Multiple/No Response	10.67%	13.72%	13.55%	65	86	87
Total Enrollment				609	627	642

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	123	129	76
Grade 1	99	97	121
Grade 2	115	105	105
Grade 3	102	112	107
Grade 4	79	98	110
Grade 5	91	86	98
Total Enrollment	609	627	642

Conclusions based on this data:

1. Enrollment longevity data shows increased enrollment over the last three years from 609 students in 2021-2022 to 642 students in 2024. This does not include our SOC students.
2. Heritage Oak serves a diverse community of learners.
3. Longevity data shows that Heritage Oak's enrollment has been in a steady state of increase over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the COE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	50	46	60	6.90%	8.2%	9.3%
Fluent English Proficient (FEP)	15	26	21	2.60%	2.5%	3.3%
Reclassified Fluent English Proficient (RFEP)	11	6	12	8.6%	22%	1.8%

Conclusions based on this data:

1. During the 2023-2024 school year 9.3% of students at Heritage Oak were English Learners.
2. Heritage Oak's Reclassifications have increased compared to the 22/23 school year.
3. Students are provided targeted instruction through both whole group and small group lessons in their classroom. EL Learners receive targeted small group learning opportunities, or 1:1 instruction, focused on developing their English language skills.

School and Student Performance Data

CAASPP :Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	115	109	100	111	108	100	111	108	99.0	96.5	99.1
Grade 4	77	100	105	77	97	101	77	97	101	100.0	97.0	96.2
Grade 5	93	91	95	93	88	95	93	88	95	100.0	96.7	100
All Grades	271	306	309	270	296	304	270	296	304	99.6	96.7	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2430.	2432.	2417.	25.00	31.53	20.37	32.00	27.03	29.63	18.00	17.12	24.07	25.00	24.32	25.93
Grade 4	2463.	2465.	2482.	28.57	26.80	33.66	18.18	27.84	23.76	23.38	15.46	19.80	29.87	29.90	22.77
Grade 5	2513.	2510.	2510.	26.88	27.27	27.37	32.26	27.27	37.89	21.51	19.32	15.79	19.35	26.14	18.95
All Grades	N/A	N/A	N/A	26.67	28.72	26.97	28.15	27.36	30.26	20.74	17.23	20.07	24.44	26.69	22.70

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	29.00	24.32	17.59	52.00	59.46	64.81	19.00	16.22	17.59	
Grade 4	19.48	23.71	21.78	64.94	58.76	67.33	15.58	17.53	10.89	
Grade 5	26.88	28.41	23.16	64.52	54.55	58.95	8.60	17.05	17.89	
All Grades	25.56	25.34	20.72	60.00	57.77	63.82	14.44	16.89	15.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.00	16.22	12.96	57.00	61.26	58.33	28.00	22.52	28.70
Grade 4	16.88	14.43	19.80	55.84	52.58	52.48	27.27	32.99	27.72
Grade 5	16.13	13.64	11.58	58.06	56.82	66.32	25.81	29.55	22.11
All Grades	15.93	14.86	14.80	57.04	57.09	58.88	27.04	28.04	26.32

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.00	12.61	12.04	71.00	66.67	75.00	14.00	20.72	12.96
Grade 4	15.58	18.56	16.83	77.92	64.95	72.28	6.49	16.49	10.89
Grade 5	16.13	19.32	20.00	75.27	71.59	70.53	8.60	9.09	9.47
All Grades	15.56	16.55	16.12	74.44	67.57	72.70	10.00	15.88	11.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	18.02	10.19	62.00	62.16	74.07	18.00	19.82	15.74
Grade 4	14.29	21.65	17.82	66.23	64.95	71.29	19.48	13.40	10.89
Grade 5	15.05	22.73	31.58	69.89	61.36	48.42	15.05	15.91	20.00
All Grades	16.67	20.61	19.41	65.93	62.84	65.13	17.41	16.55	15.46

Conclusions based on this data:

1. This data provides information on student achievement levels and serves as an indicator to determine focus for growth in subsequent years. 2023-24 data shows the percentage of students in grades 3-5 "Meeting or Exceeding" standard in the area of English Language Arts to be 57%. This reflects a decrease (1%) in the percentage of students meeting or exceeding standard when compared to previous year (58%). This will be an area of continued focus for 24-25.
2. Analysis of claims contributes in the development of school/grade level SMART goals. Last year, Heritage Oak had continued growth in the area of Reading - demonstrating understanding of literary and non-fictional texts (57% were above or near standard in 2022, compared to 58% in 2023). Grades 4 and 5 had an increase in the percentage of students who fell below standard in Reading, with 3rd grade had a 3% decrease. Writing continues to be the claim the most percentage of students are below standard: 28.04% which is an increase from 2022 of 1%. The claim of listening had the lowest percentage of students below standard with only 15.88% of students in this category. The claim of Research/Inquiry showed a 1% decrease in the number of students below standard.
3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test (96.7%). The results above will be instrumental in the coming years to determine steady growth in the area of English Language Arts and Literacy. A continued focus on SMART goal practices and responding to areas targeted at Writing and Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	101	115	109	101	113	108	101	113	108	100.0	98.3	99.1
Grade 4	77	100	105	77	100	102	77	100	102	100.0	100.0	97.1
Grade 5	93	91	95	93	91	95	93	91	95	100.0	100.0	100
All Grades	271	306	309	271	304	305	271	304	305	100.0	99.3	98.7

*The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2453.	2439.	2435.	29.70	22.12	18.52	37.62	38.05	35.19	19.80	19.47	26.85	12.87	20.35	19.44
Grade 4	2472.	2477.	2481.	16.88	19.00	23.53	31.17	35.00	24.51	28.57	25.00	38.24	23.38	21.00	13.73
Grade 5	2515.	2496.	2513.	21.51	24.18	25.26	23.66	18.68	29.47	34.41	20.88	22.11	20.43	36.26	23.16
All Grades	NIA	NIA	NIA	23.25	21.71	22.30	31.00	31.25	29.84	27.31	21.71	29.18	18.45	25.33	18.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.65	30.97	25.93	47.52	46.90	43.52	17.82	22.12	30.56
Grade 4	14.29	21.00	20.59	58.44	60.00	55.88	27.27	19.00	23.53
Grade 5	19.35	19.78	16.84	61.29	54.95	62.11	19.35	25.27	21.05
All Grades	23.62	24.34	21.31	55.35	53.62	53.44	21.03	22.04	25.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	39.60	25.66	17.59	46.53	56.64	63.89	13.86	17.70	18.52
Grade 4	22.08	19.00	27.45	61.04	60.00	56.86	16.88	21.00	15.69
Grade 5	16.13	13.19	22.11	66.67	57.14	56.84	17.20	29.67	21.05
All Grades	26.57	19.74	22.30	57.56	57.89	59.34	15.87	22.37	18.36

Conclusions based on this data:

1. The 2023-24 CAASPP shows 52.14% of overall students scoring in the area of "Standard Exceeded" or "Standard Met". When compared to the 2022/23 overall percentage, we are at status quo from the prior year. An area of strength is that our 5th graders increased by nearly 12% in the area of "Standard Exceeded" and "Standard Met", compared to the previous year. The percentage of students in the area of "Standard Not Met" in all grade levels fell 7% for all grade levels as compared to the previous year which shows improvement. Math will be a continued focus for our staff.
2. An area of strength continues to be in Communicating Reasoning, with 82% of our students at or near standard or above. 5th Grade students made a 7% increase in the area of Problem Solving, and 3rd graders made a significant improvement (7%) in Communicating Reasoning. On average, about 52% of our students are "at or near standard," so with continued focus on improvement and addressing the needs of our students, we hope these numbers will decrease and the number of students at the "Above Standard" will increase in 24-25.
3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of students completing the test (98.7%). The results above will be instrumental in the coming years to determine steady growth in the area of Mathematics.

School and Student Performance Data:

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1466.8	1439.9	*	1460.3	1439.7	*	1482.3	1439.9	*	12	15	10
1	*	*	1506.3	*	*	1508.2	*	*	1504.1	8	9	12
2	1490.8	*	*	1490.4	*	*	1490.6	*	*	11	5	6
3	*	*	*	*	*	*	*	*	*	8	7	6
4	*	*	*	*	*	*	*	*	*	*	7	5
5	*	*	*	*	*	*	*	*	*	6	4	6
All Grades										47	47	45

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level4			Level1			Level2			Level1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	26.67	*	16.67	46.67	*	33.33	6.67	*	8.33	20.00	*	12	15	*
1	*	*	33.33	*	*	58.33	*	*	8.33	*	*	0.00	*	*	12
2	45.45	*	*	27.27	*	*	9.09	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.55	25.53	22.22	27.66	29.79	44.44	17.02	10.64	15.56	12.77	34.04	17.78	47	47	45

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level4			Level1			Level2			Level1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	20.00	*	25.00	40.00	*	25.00	20.00	*	8.33	20.00	*	12	15	*
1	*	*	66.67	*	*	25.00	*	*	8.33	*	*	0.00	*	*	12
2	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.19	27.66	42.22	21.28	25.53	28.89	14.89	17.02	13.33	10.64	29.79	15.56	47	47	45

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level4			Level1			Level2			Level1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	13.33	*	16.67	46.67	*	41.67	33.33	*	8.33	6.67	*	12	15	*
1	*	*	25.00	*	*	50.00	*	*	25.00	*	*	0.00	*	*	12
2	0.00	*	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.02	6.38	13.33	40.43	40.43	33.33	23.40	19.15	33.33	19.15	34.04	20.00	47	47	45

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	33.33	46.67	*	58.33	33.33	*	8.33	20.00	*	12	15	*	
1	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12	
2	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	
4	*	*	*	*	*	*	*	*	*	*	*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	44.68	31.91	44.44	42.55	48.94	40.00	12.77	19.15	15.56	47	47	45	

Speaking Domain - : : Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	13.33	*	50.00	66.67	*	8.33	20.00	*	12	15	*
1	*	*	41.67	*	*	50.00	*	*	8.33	*	*	12
2	72.73	*	*	9.09	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.19	29.79	37.78	34.04	38.30	40.00	12.77	31.91	22.22	47	47	45

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	13.33	*	50.00	73.33	*	8.33	13.33	*	12	15	*
1	*	*	58.33	*	*	41.67	*	*	0.00	*	*	12
2	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.66	12.77	17.78	51.06	51.06	55.56	21.28	36.17	26.67	47	47	45

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	50.00	53.33	*	25.00	40.00	*	25.00	6.67	*	12	15	*
1	*	*	25.00	*	*	75.00	*	*	0.00	*	*	12
2	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.43	25.53	15.56	40.43	46.81	66.67	19.15	27.66	17.78	47	47	45

Conclusions based on this data:

- This data provides information on Heritage Oak's English Language students (EL) English Proficiency levels and serves as an indicator to determine the focus for growth in subsequent years. Of the 45 students tested, the data shows that 22.22% of the EL students (K-5) are at the highest English Proficiency, Level 4. Students at this level have well developed English Skills. The data reflects the other 44.44% of students are at Level Proficiency 3, which is a significant increase from the previous year (up 22%). Students at this level have moderately developed English skills. Both Level 3 and Level 4 are within the Bridging proficiency levels. Fifteen percent of students

scored in the proficiency Level 2 and 17% in the lowest proficiency Level 1; which was a 16% decrease from the previous year.

2. In the domain data sets, the data shows the Listening domain to be the strongest domain with 44% of students scoring Well Developed. The area with the lowest Level 4 performance was the Written Language domain with 13% (7% increase from previous year). Overall, the number of students who scored in the beginning performance categories with: 15.56% Listening, 22.22% Speaking, 26.67% Reading, and 17.78% Writing. The Listening Domain had the highest number of students score Well Developed performance with 44%.
3. Heritage Oak Elementary School has met the threshold/requirement of a minimum of 95% of students completing the test. These results will be instrumental in subsequent years to monitor growth in the area of English Language Proficiency of our English Learners.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
642	34%	9.3%	0.0%
Total Number of Students enrolled in Heritage Oak Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	60	9.3%
Foster Youth	0	0.0%
Homeless	6	0.9%
Socioeconomically Disadvantaged	218	34%
Students with Disabilities	106	16.5%

Student Group	Total	Percentage
African American	20	3.1%
American Indian	2	0.3%
Asian	46	7.2%
Filipino	22	3.4%
Hispanic	158	24.6%
Two or More Races	87	13.6%
Pacific Islander	1	0.2%
White	305	47.5%

Conclusions based on this data:

1. Out of 642 students, 34% are Socioeconomically disadvantaged and 9.3% are English Learners.

2. There are 106 students with disabilities, which represents 16.6% of the student population.
3. Heritage Oak's largest race/ethnicity groups are White (49.5%) and Hispanic (24.6%).

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning:

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

- Academic Performance indicators in English Language Arts and Mathematics fell within the medium range for performance (yellow).
- Heritage Oak places a strong emphasis on the importance of attending school regularly. We partner with families who are struggling to send their child to school and intervene on student's behalf. Our chronic absenteeism shows

that we are in the medium range (yellow). We are continuing to improve our procedures and protocols for improving this area.

3. The Conditions and Climate indicator fell within the low range (orange). We are continuing to use other means of corrections and restorative measures to help students with their behaviors.

School and Student Performance Data

Academic Performance English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 1.6 points above standard Maintained 0.6 points 298 Students	English Learners No Performance Color 34.1 points below standard Declined 24.6 points 27 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged Orange 32.8 points below standard Maintained 0.0 points 99 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>94.4 points below standard</p> <p>Declined 15.1 points</p> <p>56 Students</p>	<p>African American:</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>19.9 points below standard</p> <p>Declined 55.4 points</p> <p>17 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>17.5 points below standard</p> <p>Increased 13.1 points</p> <p>85 Students</p>
<p>Two or More Races</p>  <p>Yellow</p> <p>1.3 points below standard</p> <p>Declined 13.2 points</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>17.8 points above standard</p> <p>Maintained 1.0 points</p> <p>143 Students</p>

Conclusions based on this data:

- Heritage Oak analyzes student formative and summative assessments and provides targeted intervention to assist students who are Socioeconomically Disadvantaged bridge the achievement gap. Students of low socioeconomic status fell within the low range in ELA for the 23/24 school year, performing at 32.8 points below standard. Heritage Oak staff diligently analyzes data and responds to need with appropriate interventions for every student. We continue to commit to this high standard of rigor and intervention for every student.
- Heritage Oak continues to focus on meeting the needs of Students with Disabilities and provide them support and services they need to be successful. Our Students with Disabilities fell with the very low range (red) in ELA, performing at 94.4 points below standard. Our staff is continuing to find ways to help these students with implementation and monitoring of accommodations including test taking strategies.
- Our Hispanic students increased by 13 points to the previous year, performing at a medium range (yellow).

School and Student Performance Data:-

Academic Performance Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.



















Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."












This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	3	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3-8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>All Students</th></tr> <tr><td> Yellow</td></tr> <tr style="background-color: #eee;"><td>5.7 points below standard</td></tr> <tr><td>Maintained 2.6 points</td></tr> <tr><td>299 Students</td></tr> </table>	All Students	 Yellow	5.7 points below standard	Maintained 2.6 points	299 Students	<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>English Learners</th></tr> <tr><td> No Performance Color</td></tr> <tr style="background-color: #eee;"><td>32.6 points below standard</td></tr> <tr><td>Declined 25.1 points</td></tr> <tr><td>28 Students</td></tr> </table>	English Learners	 No Performance Color	32.6 points below standard	Declined 25.1 points	28 Students	<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>Long-Term English Learners</th></tr> <tr><td> No Performance Color</td></tr> <tr><td>0 Students</td></tr> </table>	Long-Term English Learners	 No Performance Color	0 Students
All Students															
 Yellow															
5.7 points below standard															
Maintained 2.6 points															
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English Learners															
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28 Students															
Long-Term English Learners															
 No Performance Color															
0 Students															
<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>Foster Youth</th></tr> <tr><td> No Performance Color</td></tr> <tr><td>0 Students</td></tr> </table>	Foster Youth	 No Performance Color	0 Students	<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>Homeless</th></tr> <tr><td> No Performance Color</td></tr> <tr><td>Less than 11 Students</td></tr> <tr><td>4 Students</td></tr> </table>	Homeless	 No Performance Color	Less than 11 Students	4 Students	<table border="1" style="width: 100%;"> <tr style="background-color: #ccc;"><th>Socioeconomically Disadvantaged</th></tr> <tr><td> Orange</td></tr> <tr style="background-color: #eee;"><td>37.2 points below standard</td></tr> <tr><td>Maintained 1.5 points</td></tr> <tr><td>100 Students</td></tr> </table>	Socioeconomically Disadvantaged	 Orange	37.2 points below standard	Maintained 1.5 points	100 Students	
Foster Youth															
 No Performance Color															
0 Students															
Homeless															
 No Performance Color															
Less than 11 Students															
4 Students															
Socioeconomically Disadvantaged															
 Orange															
37.2 points below standard															
Maintained 1.5 points															
100 Students															

<p>Students with Disabilities</p> <p> Orange</p> <p>88.1 points below standard</p> <p>Declined 10.1 points</p> <p>56 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>42.8 points below standard</p> <p>Declined 54.3 points</p> <p>18 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Hispanic</p> <p> Green</p> <p>23.4 points below standard</p> <p>Increased 11.0 points</p> <p>85 Students</p>
<p>Two or More Races</p> <p> Green</p> <p>1.7 points above standard</p> <p>Declined 6.5 points</p> <p>39 Students</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> Green</p> <p>9.6 points above standard</p> <p>Maintained 12 points</p> <p>143 Students</p>

Conclusions based on this data:

- Overall, the Mathematics performance indicator for all students was within the medium range (5.7 points below standard). Both the Socioeconomically Disadvantaged students and Students with Disabilities fell in the low range.
- When looking at race/ethnicity results, our Hispanic students were in the high range (green) increasing by 11 points to the previous year. Our White students scored in the high range (green) as well, performing at 9.6 points above standard.
- The 2024 Dashboard provides Mathematics data comparisons for English Learners. Current English Learners scored [redacted]. However, we did not have [redacted] students who were [redacted].

School and Student Performance Data:



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 68.8% making progress. Number Students: 32 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9.4%	21.9%	3.1%	65.6%

Conclusions based on this data:

- Heritage Oak staff provides daily instruction to our English Learners along with opportunities for students to interact and collaborate in order to give our English Learners opportunities to practice their skills and become fluent in the English language. Although there were only 32 students in this group, 68.8% are making progress towards English Language proficiency.
- While 3.1 % of our EL students maintain an ELPI Level 4, 66% of our EL students progressed at least one ELPI level.
- This data serves as a baseline for Heritage Oak students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

















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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group															
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<p>Students with Disabilities</p> <p><i>it</i> Yellow.</p> <p>14% Chronically Absent</p> <p>Declined 12.4</p> <p>136 Students</p>	<p>African American</p> <p><i>I-</i> No Performance Color</p> <p>42.9% Chronically Absent</p> <p>Increased 3.7</p> <p>21 Students</p>	<p>American Indian</p> <p><i>I-</i> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p> <p><i>it</i> Yellow</p> <p>10.4% Chronically Absent</p> <p>Declined 2.9</p> <p>48 Students</p>	<p>Filipino</p> <p><i>I-</i> No Performance Color</p> <p>4.5% Chronically Absent</p> <p>Declined 21.8</p> <p>22 Students</p>	<p>Hispanic</p> <p><i>cf</i> Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 2.3</p> <p>162 Students</p>
<p>Two or More Races</p> <p><i>it</i> Green</p> <p>4.5% Chronically Absent</p> <p>Declined 7.9</p> <p>89 Students</p>	<p>Pacific Islander</p> <p><i>I-</i> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p><i>If</i> Yellow</p> <p>11.6% Chronically Absent</p> <p>Declined 1.5</p> <p>311 Students</p>

Conclusions based on this data:

- Attendance is an area that Heritage Oak is looking to improve. During the 23/24 school year, 2.3% of our 656 students were chronically absent.
- Chronic Absenteeism for Socioeconomically Disadvantaged students fell within the high range (22.4%). Heritage Oak is committed to working with every student to provide resources and support in the area of attendance. Students with Disabilities were in the medium range at 14%, which declined by 12.4 compared to the previous year.
- Chronic Absenteeism rates are disaggregated by race/ethnicity on the Dashboard. Hispanic students scored within the medium range (15.4%). Students with two or more races were in the low range at 4.5%, which declined by 7.9. Students of Asian descent also declined from the previous year, with 10.4% chronically absent.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.4% suspended at least one day Increased 0.8% 663 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 65 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day 13 Students	Socioeconomically Disadvantaged  Orange 2% suspended at least one day Increased 0.7% 252 Students

<p>Students with Disabilities</p> <p>Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 2%</p> <p>137 Students</p>	<p>American Indian</p> <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Maintained 0.2%</p> <p>22 Students</p>	<p>American Indian</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 2%</p> <p>50 Students</p>	<p>Filipino</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p>Hispanic</p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Declined 0.5%</p> <p>163 Students</p>
<p>Two or More Races</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>90 Students</p>	<p>Pacific Islander</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>White</p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.6%</p> <p>313 Students</p>

Conclusions based on this data:

- Overall, Suspension Rates for all students were within the high range (1.4%). Socioeconomically Disadvantaged students were in the high range(2%) while Students with Disabilities were also in the high range (4.4%).
- Suspension Rates are disaggregated by race/ethnicity on the Dashboard. Hispanic students received an indicator score within the low range (.6%). Students who identify as Two or More Races scored within the very low range (0%). Both White (1.9%) and Asian(2%) students were within the high range.
- We continue to utilize positive behavioral interventions and other means of correction to address student behavior. Our goal is to address all behavior in a positive and non-exclusionary manner.

-Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies will be directed:

Academic Achievement
Board Goal #1: Student achievement will improve as measured by increased proficiency levels on classroom, district and state assessments, with the intent that all students will demonstrate at least one year's growth.

Site Goal #1:

At Heritage Oak, student achievement in ELA will improve by students demonstrating at least one year's growth at Heritage Oak as measured by increased proficiency levels on classroom, district and state assessments.

Heritage Oak student achievement in Math will improve by students demonstrating at least one year's growth at Heritage Oak as measured by increased proficiency levels on classroom, district and state assessments.

LCAP Goal to which this School Goal is Aligned

LCAP Goal to which this School Goal is Aligned:

All students will demonstrate growth towards meeting or exceeding standards in Math and English Language Arts (ELA) and English Learners will demonstrate continued development in English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified Need:

The following subgroups have an overall performance level of red or orange.

ELA: Socioeconomically Disadvantaged, Students with Disabilities

Math: Socioeconomically Disadvantaged, Students with Disabilities

English Learner Progress:

We will continue to meet in weekly PLCs and in trimester Collaborative Conferences to analyze state and district assessment data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Transitional Kindergarten ELA and Math Assessments

ELA:
 Upper Case ID: 88% proficient (20/26 letters)
 Lower Case ID: 86% proficient (20/26 letters)
 Letter Sounds: 67% proficient (20/26 sounds)

Math:
 Counting 1:1 correspondence: 86% proficient (11/11)
 Counting to 30: 88% proficient (30/30)

ELA:
 All TK students will identify at least 20/26 uppercase letters;
 All TK students will identify at least 20/26 lowercase letters.
 All TK student will be able to identify the beginning sounds of words.
 All TK students will be able to demonstrate an understanding of the organization and basic features of print.

Math:
 By May 2025, all TK students will problem solve at grade level or show one years growth, as shown on the end of the year district common summative assessments that require students to know the following essential standards:
 All TK students will know number names and the count sequence by ones and by tens. (TK.CC.1)
 All TK students will count to tell the number of objects and understand the relationship between numbers and quantities; connect counting to cardinality to 30 (TK.CC.4)

Kinder ELA and Math Assessments

ELA
 Upper Case ID: 97% proficient (24/26 letters)
 Lower Case ID: 97% proficient (24/26 letters)
 Letter Sounds: 90% proficient (28/31 sounds)
 Comprehension: Main Topic/Detail (Informational Text): Assessed 3rd trimester: 94 %
 Comprehension: Character/Setting/Beginning/Middle/End (Literature): Assessed 3rd trimester 80%

Math:
 Number recognition: 90% proficient (21/21)
 Counting to 100: 85% proficient (100/100)
 Performance Task Trimester 3 89% proficient

ELA:
 All Kindergarten students will identify all capital and lowercase letters.
 All Kindergarten students will know consonants and vowel sounds (short and long).
 All Kindergarten students will decode CVC words.
 All Kindergarten students will read target high-frequency words.
 All Kindergarten students will identify the main topic and key details of a text.
 All Kindergarten students will retell a familiar story using beginning /middle/end.
 All Kindergarten students will identify the characters and setting of a story.
 All Kindergarten students will write a narrative.

Math:
 All Kindergarten students will identify numbers to 20 and write numbers to 20.
 All Kindergarten students will count by ones to 100.
 All Kindergarten students will count groups up to 20.

		<p>All. Kindergarten students will solve addition and subtraction to 10. All Kindergarten students will analyze and compare 2D and 3D shapes.</p>
<p>First Grade ELA and Math Assessments</p>	<p>ELA: Running Record: 79% Proficient DCEL: 89% proficient</p> <p>Comprehension (Informational Text) 78% proficient End of Trimester 3 Comprehension (Literature): 79% proficient End of Trimester 3</p> <p>Math: At/Above Benchmark: 45% On Watch: 15 % Intervention: 20% Urgent Intervention: 20% Performance Task Trimester 3: 90% proficient</p>	<p>ELA: All 1st grade students will describe characters/setting/major events in a story using key details. All 1st grade students will identify the main topic and retell key details of a text. All 1st grade students will know and apply grade-level phonics.</p> <p>Math: All 1st grade students will use a variety of strategies to add and subtract within 20. All 1st grade students will use the relationship between addition and subtraction to solve problems. All 1st grade students will understand that numbers to 120 are made up of tens and ones. All 1st grade students will organize/represent/interpret data.</p>
<p>Second Grade ELA and Math Assessments</p>	<p>ELA: STAR scores At/above benchmark: 67% On Watch: 12% Intervention: 6% Urgent Intervention: 7% Comprehension (Informational Text) 24% proficient Comprehension (Literature): 80% proficient</p> <p>Math: STAR scores At/above benchmark: 61 % On Watch: 12% Intervention: 7% Urgent Intervention: 9% Performance Task Trimester 3: 71 % proficient</p>	<p>ELA: All 2nd grade students will know and apply grade-level phonics and word analysis skills in decoding words, both in isolation and in text. All 2nd grade students will read with sufficient accuracy and fluency to support comprehension. All 2nd grade students will ask and answer such questions as who/what/where/when/why/how to demonstrate an understanding of key details in a text. All 2nd grade students will identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text. All 2nd grade students will compare and contrast the most important points presented by two texts on the same topic.</p> <p>Math: All 2nd grade students will understand that three digits of a three-digit number represent hundreds/tens/ones. All 2nd grade students will add and subtract within 100 to solve one and two step word problems. All 2nd grade students will solve word problems involving bills and coins and use the dollar and cent signs appropriately;</p>

		<p>All 2nd grade students will add and subtract within 1,000 using different strategies.</p> <p>All 2nd grade students will select the correct measurement tool to measure the length of an object.</p>
<p>Third Grade ELA and Math Assessments</p>	<p>ELA: STAR scores At/above benchmark: 68% On Watch: 12% Intervention: 12% Urgent Intervention: 8% Comprehension (Informational Text/Literature): 53% proficient</p> <p>Math: STAR scores At/above benchmark: 70% On Watch: 11 % Intervention: 11 % Urgent Intervention: 8% Performance Task Trimester 3: 53%</p>	<p>ELA: All 3rd grade students will describe characters in a story and explain how their actions contribute to the sequence of events. All 3rd grade students will read and comprehend literature, including stories, dramas, and poetry independently and proficiently. All 3rd grade students will determine the main idea of a text recount the key details and explain how they support the main idea. All 3rd grade students will compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Math: All 3rd grade students will fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. All 3rd grade students will know from memory all products of two one-digit numbers. All 3rd grade students will solve two-step word problems using the four operations. All 3rd grade students will measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). All 3rd grade students will add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, to represent the problem. All 3rd grade students will relate area to the operations of multiplication and addition. All 3rd grade students will develop understanding of fractions as numbers. All 3rd grade students will reason with shapes and their attributes.</p>
<p>Fourth Grade ELA and Math Assessments</p>	<p>ELA: STAR scores: At/above benchmark: 70% On Watch: 9% Intervention: 13% Urgent Intervention: 9%</p>	<p>ELA: All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

	<p>Comprehension. (Informational Text/Literature): % proficient</p> <p>Math: STAR scores: At/above benchmark: 80% On Watch: 8% Intervention: 6% Urgent Intervention: 5% Performance Task Trimester 3: 62% proficient</p>	<p>All 4th grade students will determine a theme of a story, drama, or poem from details in the text; summarize the text. All 4th grade students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>All 4th grade students will determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>All 4th grade students will integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Math: All 4th grade students will recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.</p> <p>All 4th grade students will read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>All 4th grade students will solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted.</p> <p>All 4th grade students will explain why a fraction $\frac{a}{b}$ is equivalent to a fraction $\frac{n \times a}{n \times b}$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.</p> <p>All 4th grade students will understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (NF 3a)</p> <p>All 4th grade students will decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.</p> <p>All 4th grade students will use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a</p>
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		length as 0.62 meters; locate 0.62 on a number line diagram.
Fifth Grade ELA and Math Assessments	<p>ELA: STAR scores At/above benchmark: 74% On Watch: 14% Intervention: 6% Urgent Intervention: 6% Comprehension (Informational Text/Literature): 58% proficient</p> <p>Math: STAR scores At/above benchmark: 73% On Watch: 14% Intervention: 8% Urgent Intervention: 5% Performance Task Trimester 3: 72% proficient</p>	<p>ELA: All 5th grade students will determine two more main ideas of a text and explain how they are supported by key details; summarize the text. All 5th grade students will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. All 5th grade students will compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. All 5th grade students will integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Math: All 5th grade students will recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. All 5th grade students will explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole number exponents to denote powers of 10. All 5th grade students will add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. All 5th grade students will add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. All 5th grade students will solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of $\frac{1}{2} + \frac{1}{2}$</p>

		<p>denominators, e.g., by using visual fraction models or equations to represent the problem.</p> <p>All 5th grade students will use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.</p> <p>All 5th grade students will solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p>All 5th grade students will apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.</p> <p>All 5th grade students will represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional QMS as necessary.

Strategy/Activity	Description	Students to be Served	Proposed Expenditures
11	<p>School-wide Strategies:</p> <p>Professional Learning Community (PLC) collaboration time during the teacher work day.</p> <p>Grade level teams will be provided with one 1/2 planning day to work on GLAD, common formative assessments, etc.</p>	All Students	<p>3,000</p> <p>Supplemental Grant 1000-1999: Certificated Personnel Salaries</p> <p>Subs for planning time.</p>
12	<p>School-wide Strategies:</p> <p>School-wide ongoing focused professional development and re-visitation of principles, tenets and best practices associated with well functioning Professional Learning Communities.</p> <p>Site assessment of current reality of three major concepts of PLC: (1) Focus on Learning, (2) Collaborative Culture, (3) Governing by Results. Subsequent implementation of PLC norms, and essential commitments of PLC.</p> <p>Subsequent school and grade level commitment to consistent analysis of achievement data to guide instruction, and implementation of PLC best practices with</p>	All Students	No cost to site.

	PLC's and Collaborative Conference analysis will lead to the identification and appropriate service for students needing Tier II and Tier III intervention.		
1.3	Teacher teams will focus on identifying learning targets for Essential Standards. They will also identify ways to assess students as they work towards proficiency.	All Students	No cost to site since done during PLC time.
1.4	<p>Three times a year, grade levels will meet with the Intervention Team in Collaborative Conferences in which student data is assessed and students are assigned Tier II and Tier III intervention groups.</p> <p>School-wide Strategies:</p> <p>Implementation of a school-wide system (Collaborative Conferences) for consistent and systemic data analysis to identify and serve struggling students and EL students.</p> <p>Grade Level Collaborative Conferences will be scheduled three times per year, and will involve teachers, administration, intervention specialists, and special education staff.</p> <p>Resulting Tier III intensive interventions will be implemented during the school day at each grade level for various components of reading phonics, decoding, and comprehension.</p>	All Students	
1.5	Tier II and Tier III intervention groups will occur across grade levels and will be supported by the teachers, Instructional Assistants, and intervention team members. After school tutoring will be offered to give more support to students.	All Students identified and needing support.	<p>12,500 Lottery 2000-2999: Classified Personnel Salaries Tier 3 support to help bridge academic gaps 5,300 Supplemental Grant 2000-2999: Classified Personnel Salaries Tier 3 support to help bridge academic gaps 2,000 Lottery 1000-1999: Certificated Personnel Salaries Additional after school support</p>
1.6	Staff will provide small group instruction during the school day in the area of Language Arts or Math for students that are low performing as identified on formative/summative assessments.	All Students needing support.	No cost to site.
1.7	For Tier I instruction, teachers will implement the SIPPS program for grades K-2 and Wonders ELA curriculum daily. Teachers will continue to integrate best practices and teaching strategies to engage students.	All Students	<p>4,450 -Lottery: Inst. Materials 4000-4999: Books And Supplies Classroom supplies and materials to support Tier I</p>

			instruction (Sight Word busters) 9000 Lottery: Inst. Materials 5000-5999: Services And Other Operating Expenditures Math IXL, Reading IXL Heggerty
1.8	<p>A robust system of support for English Learners will be monitored and adjusted as student data is showing the need. Formative and summative assessments used to monitor student progress towards reclassifying. Annual ELPAC assessment given to all English Learners to determine progress towards reclassification.</p> <p>Teachers will analyze data and report to English Learner teacher the progress of their English Learners.</p> <p>English Learner teacher will plan and hold three English Language Advisory Committee meetings in which a variety of applicable topics and strategies are discussed with parents to support their child's language acquisition.</p> <p>English Learner teacher will plan a reclassification ceremony to celebrate the efforts of English Learners ready to reclassify as English Fluent.</p> <p>Materials and supplies will be purchased to support instruction of our English Learners.</p>	English Learners	<p>1,000 Supplemental Grant 4000-4999: Books And Supplies Instructional materials to support EL students. 300 Supplemental Grant 4000-4999: Books And Supplies Materials purchased for reclassification ceremony.</p>
1.9	<p>TK/Kindergarten</p> <p>Goal: By May 2026, all Kindergarten students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use direct instruction focusing on narrative, opinion, informative writing.</p> <p>Teachers will design lessons to include daily exposure to Reading Comprehension strategies (i.e. Close reading, re-reads, pre-read questioning and non-fiction).</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will level students and use the daily instructional aide to assist with rotations.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p>	All TK/Kindergarten Students	

	<p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide support for identified students during extended day (after school) instruction with small groups.</p> <p>Teachers will implement Go Math! curriculum with Think Central to drive instruction, as well as model multiple Math strategies. The Mathematical Domain of Counting and Cardinality will be a major focus in the TK/K math lessons.</p>		
<p>1.10</p>	<p>First Grade</p> <p>Goal: By May 2026, all first-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies :</p> <p>Teachers will level students into guided reading groups based on need every 3-4 weeks.</p> <p>Teachers will use Writing (graphic organizers) and GLAD Strategies to scaffold modeled writes.</p> <p>Teachers will incorporate SIPPS, Signs for Sounds, Segmenting, and phonemic awareness into their daily instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p>	<p>All first-grade students.</p>	

	<p>Teachers will use guided highlighting of informational text and text evidence for increased comprehension.</p> <p>Teachers will use explicit Direct Instruction with an emphasis on Checking for Understanding.</p> <p>Teachers will implement Expressions curriculum with Think Central to drive instruction, as well as model multiple Math strategies.</p>		
1.11	<p>Second Grade</p> <p>Goal: By May 2026, all second-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier 11)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will use Social Studies/Science passages to reinforce comprehension of informational text.</p> <p>Teachers will use Chromebooks/iPads to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.</p>	All second-grade students.	
1.12	<p>Third Grade (ELA)</p> <p>Goal: By May 2026, all third-grade students will improve by demonstrating at least one year's</p>	All third-grade students.	

	<p>growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p>		
<p>1.13</p>	<p>Fourth and Fifth Grade</p> <p>Goal: By May 2026, all fourth and fifth-grade students will improve by demonstrating at least one year's growth as measured by increased proficiency levels on classroom, district and state assessments.</p> <p>Strategies:</p> <p>Teachers will use GLAD strategies while presenting informational/nonfictional content throughout the year.</p> <p>Teachers will continue to implement mini-lessons incorporating strategies to improve sentence</p>	<p>All fourth and fifth-grade students.</p>	

	<p>fluency, word choice, ideas, organization; ideas and content, and conventions.</p> <p>Teachers will continue implementation of technology tools in the classroom to support instruction.</p> <p>Teachers will participate in site-based staff development centered on RTI and Technology Integration.</p> <p>Teachers will participate in Collaborative Conferences to identify and serve struggling students. (Tier III)</p> <p>Teachers will use the PLC time to analyze student achievement on common formative assessments throughout the year to guide instruction. and identify/serve struggling students needing Tier II intervention.</p> <p>Teachers will provide a variety of non-fiction texts and passages for student analysis.</p> <p>Teachers will use 1:1 Chromebooks to provide access to reading content and reading programs.</p> <p>Teachers will implement Think Central to drive instruction, as well as model multiple Math strategies.</p> <p>Teachers will continue to use the Expressions Math curriculum (including math routine) to cover the concepts and Domains.</p> <p>Teachers will implement performance tasks in Math to develop problem-solving skills.</p>		
1.14	Teachers will participate in professional development opportunities outside of the district on a voluntary basis including conferences.	All Students	2,000 Lottery 5000-5999: Services And Other Operating Expenditures Professional development for certificated staff on how to close the learning gaps

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024-25 school year, strategies and activities included district wide implementation of PLC time, one site funded intervention instructional assistant, and substitute coverage for Collaborative Conferences three times a year. Each of these strategies contributed to 70% of students in Tier 3 interventions making academic growth. Weekly

PLC time was dedicated to monitoring student growth toward mastery of standards in all subject areas. Additionally, funds for the library resulted in purchasing approximately 150 books with a focus on current relevant non-fiction topics.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the goals, outcomes, metrics or strategies in 2025-26 School Plan, Expenditures will reflect increases in costs for employee salary and benefits.

Goals, Strategies, & Performance Indicators

Complete a copy of the following table for each school goal. Duplicate this table as needed.

Goal 2

Title and Description of School Goal

Board statement that describes the desired result which all strategies/activities are directed to.

School Climate
Board Goal #2: Maintain safe and orderly schools with a positive, engaging, and supportive climate.

Site Goal: At Heritage Oak we will maintain a positive school climate as measured by the end of the year parent and student survey, PBIS data and attendance data.

LCAP Goal to which this School Goal is Aligned

F&P: wblchth scnooLgAajj_sfiarjed ----- 1
1. Maintain safe and orderly schools with a positive, engaging, and supportive climate.
2. -----

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Suspension: Socioeconomically Disadvantaged, Students with Disabilities, Asian, and White
Chronic Absenteeism: Socioeconomically Disadvantaged, English Learners

We will continue to meet with our Social Emotional Learning Teams and in trimester Collaborative Conferences to analyze state and district data. Areas of need will be immediately identified and addressed using our multi-tiered systems of support with fidelity. We will continue to monitor our behaviors by meeting with the PBIS team and analyzing Aperture and SWIS data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline	Expected Outcome
Annual Parent Survey	<p>Students from different backgrounds become friends. 93%</p> <p>Students have friends at school. 96%</p> <p>Students respect the teachers and staff. 91%</p> <p>All students are treated fairly. 86%</p> <p>Students feel safe at school. 91%</p> <p>Students get along with each other and respect each others differences. 86%</p> <p>Students are comfortable talking to school staff. 93%</p> <p>Bullying is not a problem. 27%</p> <p>School effectively communicates with parents regarding their child's progress. 94%</p>	<p>Students from different backgrounds become friends. Increase and/or maintain at 90% or higher;</p> <p>Students have friends at school. Increase and/or maintain at 90% or higher.</p> <p>Students respect the teachers and staff. Increase and/or maintain at 90% or higher.</p> <p>All students are treated fairly. 85%</p> <p>Students feel safe at school. Increase and/or maintain at 90% or higher.</p> <p>Students get along with each other and respect each others differences. 86%</p> <p>Students are comfortable talking to school staff. 90%</p> <p>Bullying is a problem. Reduce yearly and maintain below 10%.</p> <p>School effectively communicates with parents regarding their child's progress. Increase and/or maintain at 90% or higher.</p>
Annual Student Survey	<p>I can do most things if I try. 97%</p> <p>I know when I am feeling overwhelmed. 93%</p> <p>I know what I'm good at. 95%</p> <p>I can explain my feelings to others. 55%</p> <p>I can learn from my mistakes. 98%</p> <p>I am a hard worker. 95%</p> <p>I keep trying, even when things are hard. 98%</p> <p>I know right from wrong. 96%</p> <p>I think about what will happen before making a decision. 63%</p> <p>I know how to identify my feelings. 82%</p>	<p>I can do most things if I try. Increase to 90%</p> <p>I know when I am feeling overwhelmed. Increase to 90%</p> <p>I have a lot of strengths. Increase to 87%</p> <p>I can explain my feelings to others. Increase to 50%</p> <p>I can learn from my mistakes. Increase to 90%</p> <p>I am a hard worker. Increase to 90%</p> <p>I keep trying, even when things are hard. Increase to 90%</p> <p>I know right from wrong. Increase to 90%</p> <p>I have goals and plans for my future. Increase to 90%</p>

		Students will know how to handle stress. Increase to 65%
Discipline	262 referrals for Major behaviors for the year 1.45 incident reports per day 2.7% suspension rate	Below 150 referrals for Major behaviors for the year Below 1 incident reports per day Remain under a rate of 1% for suspension
Annual Attendance Reports	2024-25 Average Attendance Outcome TK and Kindergarten: 95.3% Grades 1-3: 95.43% Grades 4-5: 94.93%	2024-2025 Average Attendance Expected Outcome: TK/Kindergarten: 97% Grades 1-3: 97% Grades 4-5: 97%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as needed.

	Description	Students to be Served	Proposed Expenditures
2.1	Husky Restorative Room - created in the former Computer Lab for staff and students to use for restorative practices. The counselor will use this room for groups and teachers may bring classes for restorative work. Our after school Restorative Room will be held there.	All Students	All costs covered by donations.
2.2	All teachers will teach the TOOLBOX program and students will be highlighted for their efforts at recognition assemblies.	All Students	
2.3	Teachers will implement Restorative Practices including Community Building Circles at least 2-3 times per week to promote positive relationships across the school and to manage problems in the classroom in a productive and student-centered manner. Students needing CICO (Check In Check out) will be provided assistance during the school day monitoring their behavior.	All Students	500 Site Allocation 4000-4999: Books And Supplies Resources for Restorative Practices and Restorative Room
2.4	All staff and students will participate in the PBIS program. The PBIS team will receive refresher training offered by Placer County Office of Education and train the remaining staff members on intervention structures and strategies. All school staff will fully implement Tier I, Tier II and Tier III of the Positive Behavior Intervention and Supports (PBIS) program. We will continue to teach students explicitly how to be safe, respectful and responsible in all areas of our campus. We will acknowledge students positively through the use of Husky Tickets and our Husky Store that can be used for class and school-wide incentives.	All Students	3,000 Site Allocation 4000-4999: Books And Supplies Husky Tickets and Student Monthly incentives, postcards, and postage. 4000 Lottery 1000-1999: Certificated Personnel Salaries Subs for Teachers attending PBIS Supplemental training
2.5	Parent informational events will be planned to increase parent involvement and develop a deeper level of understanding of grade level standards at Heritage Oak.	All Students	500 Supplemental Grant 4000-4999: Books And Supplies

			Expenses for parent informational nights.
2.7	Regular school emergency drills will be conducted to prepare staff, parents, and students and to remain in compliance with state law. New DPrep Safety guidelines will be implemented to ensure school safety. Emergency buckets will be updated to ensure materials and supplies are up to date.	All Students	2,000 Site Allocation 4000-4999: Books And Supplies Safety equipment
2.8	Intervention Team - Principal, Counselor, School Psychologist, and Mental Health Clinician will meet to discuss behavior data and students who need social/emotional support.	Heritage Oak students as needed.	460 Lottery 5000-5999: Services And Other Operating Expenditures SWIS Suite Database/Request for Assistance Forms
2.9	A Positive School and Community Culture will be promoted by honoring students each trimester for positive behavior. Recognition assemblies will occur 3 times a year.	All Heritage Oak Students	1000 Lottery 4000-4999: Books And Supplies Recognition Awards and supplies 500 Supplemental Grant 4000-4999: Books And Supplies Culturally relevant books for each grade level
2.10	Positive attendance support to help improve daily attendance and chronic absenteeism.	Schoolwide strategies that will be utilized include targeted messaging, attendance references in weekly newsletters, recognition of student improvement,	1,000 Site Allocation 4000-4999: Books And Supplies Student and classroom incentive and supports

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2024-25 school year, strategies and activities included PBIS strategies and multi-tiered systems of support. During our PBIS and SEL monthly meetings, we discussed data such as Office Discipline Referrals and SWIS reports. Because we have been doing this with fidelity, we have seen an increase in our behavior referrals; however, we have seen an improvement in positive school climate as seen in our parent and student survey. Along with our focus on attendance and attendance incentives, we have also seen an improvement in our attendance data from as compared to

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made to the goals, outcomes, metrics or strategies in 2025-26 School Plan, expenditures will reflect increases in costs for employee salary and benefits.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,510.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school includes in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation(\$)
Lottery	\$21,960.00
Lottery: Inst. Materials	\$13,450.00
Site Allocation	\$6,500.00
Supplemental Grant	\$10,600.00

Subtotal of state or local funds included for this school: \$52,510.00

Total of federal, state, and/or local funds for this school: \$52,510.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Site Allocation	6,500	0.00
Supplemental Grant	10,600	0.00
Lottery: Inst. Materials	13,450	0.00
Lottery	21,960	0.00

Expenditures by Funding Source

Funding Source	Amount
Lottery	21,960.00
Lottery: Inst. Materials	13,450.00
Site Allocation	6,500.00
Supplemental Grant	10,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	17,800.00
4000-4999: Books And Supplies	14,250.00
5000-5999: Services And Other Operating Expenses	11,460.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Lottery	6,000.00
2000-2999: Classified Personnel Salaries	Lottery	12,500.00

4000-4999: Books And Supplies	Lottery	1,000.00
5000-5999: Services And other Operating Expenditures	Lottery	2,460.00
4000-4999: Books And Supplies	Lottery: Inst. Materials	4,450.00
5000-5999: Services And Other Operating Expenditures	Lottery: Inst. Materials	9,000.00
4000-4999: Books And Supplies	Site Allocation	6,500.00
1000-1999: Certificated Personnel Salaries	Supplemental Grant	3,000.00
12000-2999: Classified Personnel Salaries	Supplemental Grant	5,300.00
4000-4999: Books And Supplies	Supplemental Grant	2,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,550.00
Goal 2	12,960.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Josh Nielsen	Principal
Lisa Parker	Other School Staff
Rene Ancira	Classroom Teacher
Tracy Doolittle	Classroom Teacher
Madeline Keswick	Classroom Teacher
Melanie Anvari	Parent or Community Member
Amy Walker	Parent or Community Member
Eryn Mask	Parent or Community Member
Kerrin Segur	Parent or Community Member
Kellie Cuellar	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendation: ana-Ass1;1rances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:

	Principal, Josh Nielsen on 5/29/25
	SSC Chairperson, Melanie Anvari on 5/29/25

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001 (g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the-SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity#: Number the strategy/activity using the "Strategy/Activity#" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111 (c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001 (g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI; this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI/ata: minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's tCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section; a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:

Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111 (c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111 (c)(4)(B), and 1111 (d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001 [a] as amended by Assembly Bill 716, effective January 1, 2019*).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a] as amended by AB 716, effective January 1, 2019*).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: **EC** sections 52062(a) and 64001, (as amended by AB 716, effective January 1, 2019).

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(8), 1003(i), 1111 (c)(4)(8), and 1111 (d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001 [a] as amended by Assembly Bill [AB] 716, effective January 1, 2019*).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a] as amended by AB 716, effective January 1, 2019*).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC sections 52062(a) and 64001 (a), both as amended by AB 716, effective January 1, 2019.*

ATSI Resources:

For additional ATSI resources, please see the following COE links:

- **ATSI Planning Requirements (see Planning Requirements tab):**
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- **ATSI Planning and Support Webinar:**
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplariningwebinar22.pdf>
- **ATSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1 /atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsuoport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

Heritage Oak School Site Council

2025-2026 Planning Calendar*

*Agenda items subject to change

August 21, 2025

Introduction of Members
Purpose/Roles School Site Council
Bylaws
Review Uniform Complaint Policy
Parent Involvement Policy

September 24, 2025

Review School & District Goals for Current Year
Review and Analyze Site/District Assessments

October 22, 2025

Review School Safety Plan and Goals

November 26, 2025

Review and Update School Safety Plan and Goals
Response to Intervention (RTI)

January 21, 2026

Approve School Safety Plan
LCAP Mid Year Review

February 25, 2026

LCAP Review (Goals/Mid Year Review)
Review Dashboard Analysis

March 25, 2026

LCAP Update
Local Indicator 3 Parent Rubrics

April 29, 2026

Review SPSA Goals 2025-26
Parent/Student Survey Results Review

May 27, 2026

Final SPSA 2025-26 Approval
Set SSC 2025-26 Meetings
Review Site Council Balloting Process

Heritage Oak Elementary School
SCHOOL SITE COUNCIL BY-LAWS

ARTICLE I: Name of Committee

The name of this committee will be the Heritage Oak Elementary School Site Council.

ARTICLE II: Objectives

The objective of the School Site Council (SSC) shall be to assist the school in creating a school improvement program as identified in AB65. The School Site Council shall be advisory in nature, and these by-laws shall in no way be construed as giving the School Site Council a veto over project or program activities. The principle functions are advisory in nature and to review the School Improvement Plan, to review its implementation, to assess periodically the effectiveness of the program, to approve the school improvement budget, and to recommend modification of the plan to reflect changing needs and priorities. Final decision making authority rests with the administration and the Board of Trustees.

ARTICLE III: Membership

Section 1. School Site Council

The council shall be composed of the principal and representatives of teachers elected by teachers at the school, other school personnel elected by other school personnel at the school, and parents of pupils attending the school elected by such parents. In addition, community members may serve on the council if elected by the parents of the school. The council shall be constituted to ensure parity between the principal, classroom teachers (3) and other school personnel (classified) and parents (5) or other community members selected by parents. The classroom teachers shall comprise the majority of those persons representing school staff. Council members representing parents or other community members may be employees of the school district as long as they are not employees at this school.

Section 2. Responsibilities and Rights

All Council members shall enjoy the full rights and obligations of membership. Each Council member shall be entitled to one vote and may cast that vote on each matter submitted to the Council. Voting by proxy or absentee ballots is not permitted.

Section 3. Termination of Membership

A. Members shall no longer hold membership who cease to meet the requirement of the position for which they were elected. Membership may be terminated for any member who is absent from all regular and special meetings for a period of three consecutive months. The Council, by affirmative vote of two-thirds of all of the members of the Council, may recommend termination of membership.

Section 4. Term of Office

All members of the Council shall serve for a two-year term. The term of appointment will be concurrent with the school year

Section 5. Resignation

Any member may resign by filing a written resignation with the Council chairperson or school administrator.

Section 6. Vacancy

Any vacancy on the Council shall be filled for the remainder of the unexpired term by the appointment of the chairperson.

ARTICLE IV: Officers

Section 1.

The officers of the School Site Council shall be a chairperson, vice-chairperson, a recording secretary.

Section 2. Election and Term of Office

The chairperson, vice-chairperson, and secretary of the School Site Council shall be elected annually by the newly-formed Council at their first meeting each school year.

Section 3. Chairperson

The chairperson must be a community member within the school district boundaries other than an employee of the school district. The chairperson, in cooperation with the principal, shall prepare an agenda for each council meeting. He/she shall preside at all meetings of the School Site Council and, in addition, he/she will perform all duties incident to the office of chairperson and such other duties as may be prescribed by the School Site Council from time to time.

Section 4. Vice-Chairperson

The duties of the vice-chairperson shall be to represent the chairperson in event of her/his absence. He/she must be a community member other than an employee of the school district.

Section 5. Recording Secretary

The recording secretary shall keep the minutes of the meetings both regular and special of the School Site Council and shall transmit true and correct copies of the minutes to each of the members, to the principal and to such other persons as the committee may deem appropriate, copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these by-laws; be custodian of the Council's records: keep a register of the

address and telephone number of each member of the Council and, in general, perform all duties incident to the office of recording secretary and such other duties as from time to time may be assigned to the office by the chairperson. Official minutes will be kept in the school office.

ARTICLE V: Standing and Special Committees

Section 1. Creation and Abolition of Standing and Special Committees

The School Site Council may from time to time create and abolish such standing or special committees as it may desire. Members for such committees may be drawn from the community and will include a member from the Council. No standing or special committee may exercise the authority of the School Site Council.

Section 2. Membership

Unless otherwise determined by the School Site Council in its decision to establish a committee, the chairperson of the School Site Council shall appoint members to the various committees with approval of School Site Council.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

ARTICLE VI: Meetings of School Site Council

Section 1. Regular Meetings

The School Site Council shall, if possible, meet regularly once each month while school is in regular session; the principal must be in attendance at all meetings. Meetings will follow the format set forth in Roberts' Rules of Order.

Section 2. Special Meetings

Special meetings may be called by the chairperson or by majority vote of the School Site Council.

Section 3. Place of Meetings

The School Site Council shall hold its regular meetings and its special meetings in a facility provided by the school.

Section 4. Notice of Meetings

At the first meeting of the year, a calendar of meetings shall be established, publicized, and placed on the agenda. All required notices shall be delivered to the SSC and committee members no less than 72 hours in advance of the meeting.

Section 5. Quorum

The act of a majority of the members present shall be the act of the SSC, provided a quorum is in attendance, and no decision may otherwise be attributed to the SSC. A majority of the members of the SSC shall constitute a quorum.

Section 6. Meetings Open to Interested Persons

All regular and special meetings of the School Site Council and its standing or special committees shall be open at all times to interested persons within the school district.

Section 7. Parent Survey

The purpose of the School-Based Parent Survey is to solicit parent feedback regarding the strengths and needs within the school's programs so that the Council can identify areas in which to focus. This survey may be distributed at any time throughout the school year. Results will be presented and reviewed at a regularly scheduled School Site Council meeting.

Section 8. Teacher Feedback

In order to align more closely with overall Professional Learning Community (PLC) efforts of the school, teacher feedback may be solicited at any time throughout the school year. This feedback may be gathered in a variety of ways such as: Facilitated Staff meetings, Minimum Day structured feedback opportunities, written and verbal communication or the administration of specific site surveys. Each school site may determine the most valuable method(s) of soliciting teacher feedback for program improvement efforts.

ARTICLE VII: Election Procedures

Section 1. Election for community members shall take place in the spring.

Section 2

A. The principal of the school is automatically a member of the School Site Council.

B. The three teacher representatives shall be elected during a faculty meeting at the beginning of the school year.

C. A classified employee representative shall be elected at a meeting called for that purpose by the principal or designee at the beginning of the school year.

D. The five community members shall be elected by ballot distributed through the monthly school communication.

E Notification of upcoming elections and of requests of nominations of community members shall be made in a timely fashion prior to the elections.

ARTICLE VIII: Amendments

An amendment of these by-laws may be made at any regular meeting of the SSC by a vote of two-thirds of the members present. Written notice of the proposed amendment must be submitted to SSC members at least three (3) days prior to the meeting at which the amendment is to be considered for adoption.

Amended: March, 2013

Heritage Oak Elementary School
Partners in Learning
School Pledge/Compact
'2025-2026'

We know that children learn from adults, and that love, encouragement, positive support and a nurturing environment are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote achievement for our students.

As a student I pledge to:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Tell my parents what I am learning in school and give them all notices sent home.
- Know and follow school and class rules.
- Ask for help when I need it.
- Limit my TV/Computer use and read every day.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**
(Which can be found in the Student Handbook.)

Student Signature:-----

Date:-----

As a parent/guardian I pledge to:

- Make sure that my child gets to school every day, gets adequate sleep and completes home/school work.
- Talk with my child about his/her activities every day.
- Know how my child is progressing by attending conferences, looking at school work, talking to the teacher, attending Back to School Night, Open House, and being involved with the school.
- Communicate the importance of education and learning to my child.
- Support school and classroom rules and policies.
- Read to my child and encourage my child to read every day, limit TV/computer use.
- Provide a quiet time and place for my child to do school work.
- **Read and agree to follow the conditions in the District Instructional Technology Use Policy.**
(Which can be found in the Student Handbook.)

Parent Signature:-----

Date:-----

As staff, we pledge to:

- Provide high-quality curriculum and instruction by teaching the District Standards, utilizing effective teaching strategies, and providing interventions in a positive, safe, and orderly learning environment.
- Have high expectations and help all students meet standard.
- Communicate regularly with parents including at fall parent-teacher conferences, trimester progress reports and report cards, before and after school parent contact through phone conversations, e-mail or scheduled meetings.
- Encourage parents to be involved in decisions that affect their child's education.
- Encourage parents to schedule a time to volunteer or observe in the classroom and at the school.
- Create a positive, safe, and orderly learning environment in my class and in the school.

Teacher's Signature:-----

Date:-----

Heritage Oak Elementary School District and State Assessments

Grade Level Assessments

*indicates either a maintain or increase from prior year (with a 1% margin)

	2021-22		2022-23		2023-24	
<i>Kindergarten</i>	Site	District	Site	District	Site	District
<i>EOY Number ID (K.CC.3)</i>	100%	92%	96%	94%	94%	92%
<i>EOY Addition (K.OA.1)</i>	85%	96%	98%	97%	100%	99%
<i>EOY Subtraction (K.OA.1)</i>	75%	93%	94%	96%	97%	97%
<i>EOY ELA Uppercase Letter ID (K.R.F1.D)</i>	94%	86%	99%	98%	97%	98%
<i>EOY ELA Lowercase Letter ID (K.R.F1.D)</i>	91%	94%	96%	97%	97%	97%
<i>EOY ELA Consonant Letter Sounds (K.R.F.3.B)</i>	82%	88%	88%	93%	94%	93%
<i>EOY ELA High Frequency Words (K.R.F.3. CJ)</i>	64%	72%	80%	73%	76%	73%
<i>Grade 1</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	83%	75%	89%	83%	75%	78%
<i>DC Early Literacy Screener (RF 1.3)</i>	77%	79%	81%	58%	95%	80%
<i>Comprehension - Non Fiction (RI 1.1, RI 1.2, RI 1.10, FR 1.3)</i>	63%	68%	72%	65%	79%	68%
<i>Comprehension - Fiction (RL 1.3, RF 1.3)</i>	72%	73%	73%	65%	68%	81%
<i>Grade 2</i>	Site	District	Site	District	Site	District
<i>EOY Math Assessment</i>	47%	65%	51%	72%	33%	79%

Heritage Oak Elementary–School District and State Assessments

Language Arts E Y Comprehension Summative (RI 2.1, RL 2.2, RL 2.9)	75%	81%	77%	82%	80%	81%
Language Arts EOY Comprehension Summative (RI 2.1)	26%	31%	33%	47%	26%	44%
Grade 3	Site	District	Site	District	Site	District
EOY Math Assessment	78%	70%	72%	73%	67%	69%
Language Arts EOU Comprehension Summative (RI 3.2, RL 3.3, RI 3.9, RL 3.9)	34%	43%	28%	38%	34%	42%
Grade 4	Site	District	Site	District	Site	District
EOY Math Assessment	55%	67%	44%	72%	51%	48%
Language Arts: Comprehension Summative (RI 4.1, RI 4.2, RL 4.1, RL 4.2, RL 4.6)	34%	39%	28%	47%	34%	67%
Grade 5	Site	District	Site	District	Site	District
EOY Math Assessment	58%	55%	31%	48%	51%	43%
Language Arts: Comprehension Summative (RI 5.1, RI 5.5, RI 5.9, RW5.9)	71%	66%	48%	51%	65%	51%

Summary:

All students in grades K-5 at Heritage Oak Elementary School were administered the End-of-Year Grade Level DCJESD Assessments at the conclusion of the 2023-2024 school year. This data provides information on Heritage Oak's student's proficiency levels as compared to their peers within DCJESD. These scores will be used to compare/analyze scores at the site and district level over a three year period.

Heritage Oak Elementary School District and State Assessments

Kindergarten:

- Number ID (94%) baseline data is 2% above that of the district percentile (92%). Addition and Subtraction were very comparable to district percentages.
- EOY ELA assessments showed that Heritage Oak was comparable in percentages to the district. An area of growth was in consonant letter sounds, scoring 94% in 2024 compared to 88% in 2023.
- High Frequency words showed a decrease of 4%, dropping from 80% in 2023 to 76% in 2024.

1st Grade:

- Early Literacy screener continued to be a strength of the First grade in the 23-24 school year, increasing from 81 % in 2022/23 to 95% in 2023/24.
- EOY math assessment showed a decline in first grade with the site percentage being at 75%, compared to the previous year at 89%.
- An area of concern is in Comprehension Fiction with a score of 68% compared to the district scoring at **81%**.

2nd Grade:

- EOY Math Assessment (33%) is 46% below that of the district percentile (79%). This will continue to be an area of growth.
- Both of the Language Arts EOY Comprehension Summative percentiles by HO 2nd graders are below the district average and should be an area of focus. (80% to 81%) and (26% to 44%).
- In the area of Language Art Comprehension Summative, 2nd graders made a 3% increase, from 77% to 80% as compared to the previous year.

3rd Grade:

- Students in 3rd grade scored 67% on the Math assessment, which was comparable to the district.
- The 3rd grade Language Arts EOY Comprehension Summative increased by 6% to a score of 34%. However, this was still 8% under the district average.

4th Grade:

- In 2023/24, Fourth grade increased by 7% in Math, and increased by 6% in ELA, as compared to **2022/23**.
- The 4th grade Comprehension summative assessment HO students scored 34% compared to the district score of 67%.
- Math scores increased from the previous year, while at the same time, the district average dropped by **24%**.

5th Grade

- Overall proficiency demonstrated in the Fifth grade ELA Comprehension summary in 2023/24 is 17% higher as compared to 2022/23.
- EOY Math assessment showed a dramatic increase in 2023/24 as compared to the previous year, scoring 20% higher.
- 5th grade increased significantly in both Math and ELA from previous years while district averages remained relatively the same.

Smarter Balanced CAASPP Performance Assessment's

*indicates either a maintain or increase from prior year (with a 1% margin)

	2021-22		2022-23		2023-24	
Grade 3	Site	District	Site	District	Site	District
Math %Met Achievement Standard	67.32	55.99	60%	58	53%	54%
ELA %Met Achievement Standard	57.0	53.24	58%	52	50%	50%
Grade4	Site	District	Site	District	Site	District
Math %Met Achievement Standard	48.05	48.68	54%	54	48%	51%
ELA %Met Achievement Standard	46.75	53.68	55%	52	57%	52%
Grade 5	Site	District	Site	District	Site	District
Math %Met Achievement Standard	45.17	45.92	43%	47	54%	45%
ELA %Met Achievement Standard	59.14	60.70	54%	56	65%	59%

Summary:

This data provides information on Heritage Oak's student's proficiency levels on The Smarter Balanced Assessment as compared to their peers within the state of California. All students in grades 3-5 at Heritage Oak Elementary School were administered the Smarter Balanced CAASPP Performance Assessments at the conclusion of the 2023-2024 school year. These scores will be used to compare/analyze scores at the site and district level over a three year period.

3rd Grade:

- Math scores show a 7% drop in each of the last two years, resulting in 53% in 2023/24, as compared to 67% in 2021/22.
- Math was at 53% in 2023/24, which was 1% lower than our district score of 54%, and 7% lower than 2022/23.
- ELA scores decreased by 8% from 22-23, and are equal with the district at 50%.
- A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will continue at Heritage Oak.

4th Grade:

- Performance on the ELA portion revealed HO 4th graders at 57% proficiency, which was 2% higher from the previous year, and 5% higher than the district.

Heritage Oak Elementary School, District and State Assessments

- HO math proficiency for 4th graders was 48%, down 6% from the previous year, and 3% below the district average.
- A continued focus on SMART goal/data driven PLC practices and intensive targeted intervention opportunities will continue at Heritage Oak.

5th Grade:

- Performance on the ELA proficiency in 2023 was 67%, up 2% compared to last year's 54%.
- HO math proficiency is up 11% from the previous year at 54%. This is 9% above our district which is at 45%.
- A continued focus on SMART goal/ data driven PLC practices and intensive targeted intervention opportunities will continue at Heritage Oak.

Student Engagement

<i>Students...</i>	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
cares about my/their school.	99%	96%	94%	100%	95%	95%
wants to do well in school.	97%	96%	97%	100%	99%	95%
comes to class prepared.	99%	88%	97%	89%	98%	100%
likes going to school.	95%	96%	90%	100%	90%	100%

Summary:

Student engagement in the classroom and in school-related activities is an indicator of increased overall student achievement, self-efficacy, and social/emotional well-being. A high percentage of parents and staff at Heritage Oak reported significant student engagement at the school as evidenced by the annual DCJESD parent and staff survey for the 2024-2025 school year. Particularly, 95% of parents and 95% of staff report that students care about their school, and 90% of parents and 100% of staff stated confidently that students like coming to school. Ninety-Five percent (95%) of staff reported that students want to do well in school. This year, Heritage Oak is continuing to focus efforts on building increased communication and involvement between the home and the school to increase student preparedness.

Learning Environment ;

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>My [child's] school....</i>						
is clean.	96%	83%	100%	86%	98%	95%
maintains its resources well.	93%	75%	95%	77%	91%	84%
has facilities with up-to-date technology.	77%	58%	86%	68%	84%	63%
want(s) students to succeed.	97%	100%	95%	94%	96%	100%
provide(s) a well-rounded curriculum.	93%	79%	94%	100%	91%	89%
offer(s) challenging classes.	70%	75%	83%	53%	76%	89%
focus(es) on students' character.	88%	96%	92%	100%	92%	89%

Summary:

It is imperative for a school's learning environment to be safe, positive, have a warm climate and an inclusive culture. It is also important to teach to the "whole child" and provide learning opportunities that will support and challenge them. Overall, the parent and staff results indicate the learning environment at Heritage Oak Elementary either met or exceeded the expectations. From the seven (7) areas surveyed, five out of seven (5/7) areas had over 90% parent approval ratings. The highest parent rating was in the area "My child's school is clean", in which 98% of parents showed approval. In all areas for parents, percentages indicate similar scores compared to last year, plus or minus 5%. From the seven (7) areas surveyed, six out of the seven (6/7) areas had over 80% staff approval ratings. One area resulted in one hundred percent (100%) approvals by staff: "My child's school wants students to succeed."

Heritage Oak Elementary School Parent/Staff/Student Survey 2024-2025

Expectation:s

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>My [child's] school. . .:</i>						
encourage(s) students to participate in extracurricular activities (e.g., clubs, sports teams.	69%	52%	66%	42%	74%	68%
set(s) high expectations for student achievement.	84%	88%	84%	89%	84%	100%
success in college or a career.	61%	67%	71%	79%	61%	74%
encourage(s) a healthy lifestyle.	89%	71%	85%	74%	91%	68%

Summary:

One consistent finding of academic research is that high expectations are the most reliable driver of notable student achievement, even in students who do not have a history of successful achievement. It is imperative that we, as a district, continue to encourage and provide opportunities which develop high expectations, both in and out of school. Of the four (4) areas under "Expectations", two made gains with the parents and two (2) areas increased with staff from the previous year. Setting high expectations for student achievement both had staff and parent ratings over eighty percent (80%). Ninety-one (91 %) of parents indicated that Heritage Oak Elementary "encourage(s) a healthy lifestyle," while sixty-eight percent (68%) of staff felt the same. There was a ten (10%) parent decrease in "success in college or a career" from the previous year, with a five percent (5%) decrease from staff. Our site's leadership team discussed that this disconnect between the parent and staff perceptions may be due to parents not being aware that we begin these discussions in elementary school. Although we are an elementary school, it is never too early to cultivate this mindset for the future.

Student Support < :: :: >>

At district schools.....	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
I understand what types of academic support are available to students.	70%	91%	67%	95%	75%	100%
Students receive the resources and support they need.	83%	48%	90%	42%	83%	78%
I understand what types of social-emotional support are available to students.	67%	74%	69%	95%	72%	100%

Summary:

Research has shown that having a strong support system has many positive benefits, such as higher levels of well-being, better coping skills and an overall healthier life. Supporting all students, both academically and social-emotionally, is a top priority in our district. We achieve this through our Multi-Tiered Systems of Support (MTSS model). Overall, the staff results indicate that student support at Heritage Oak either met or exceeded the expectations in two (2) out of the three (3) areas. Upon further analysis of the data, there were two areas with a larger discrepancy between the parent and staff results: "I understand what types of academic support are available to students." Parents reported seventy-five percent (75%) while staff reported one-hundred percent (100%). Seventy-two percent (72%) of parents believed "I understand what types of social-emotional support are available to students" while one-hundred percent (100%) of staff reported this to be true. As a school staff, we will continue to focus on providing our students with various supports so they continue to thrive both academically and socially-emotionally. In addition, we will look to find ways to better inform parents of what these supports are.

Student Support

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>Teachers and staff at district schools....</i>						
use technology to teach.	98%	91%	96%	95%	96%	94%
try to make class interesting.	94%	100%	94%	100%	96%	100%
encourage collaboration among students.	97%	100%	93%	100%	95%	94%
encourage critical thinking.	94%	91%	95%	100%	97%	100%
listen to students.	92%	96%	90%	100%	93%	100%
encourage students on a regular basis.	97%	100%	96%	100%	95%	100%
help my child when he/she doesn't understand something.	94%		93%		93%	
nurture creativity.	87%	93%	93%	91%	94%	89%

Summary:

Educators recognize that students need to be taught a wide range of skills such as communication, collaboration, digital literacy, critical thinking and problem solving skills in order to thrive in today's world. These are known as the "21st-century skills." Survey results over the past three years indicate that both parents and staff agree that district teachers and staff are supporting students in the above areas. All eight (8) areas had an approval rating of eighty-nine percent (89%) or higher on both the parent and staff 2024-25 survey results. One area that parents have seen continuous growth over the past three (3) years is "Teachers and staff at district schools encourage critical thinking." This has increased three percent (3%) since the 2022-23 school year. Staff has shown a positive consistent score of One Hundred percent (100%) in the areas of "try to make class interesting" and "encourage students on a regular basis." Our staff values using technology as a tool to enhance lessons, however, believes in the power of high levels of engagement through other modalities as well.

Social Climate

My [child's] school...	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
school rules are fair.	85%	100%	93%	91%	95%	100%
students from different cultural backgrounds become friends.	94%	96%	94%	100%	93%	100%
students have friends at school.	99%	96%	95%	100%	96%	100%
students respect the teachers and staff.	96%	92%	94%	73%	91%	100%
all staff are treated fairly.	81%	96%	92%	86%	88%	100%
all students are treated fairly.	87%	96%	89%	91%	86%	100%
students get along with each other and respect their differences.	84%	96%	85%	82%	86%	95%
students feel safe at school.	76%	96%	89%	95%	91%	95%
students are comfortable talking to school staff.	93%	100%	93%	100%	93%	95%
staff feel safe at school.	76%	96%	87%	95%	86%	100%
bullying is not a problem. *Q Changed for 20-21 to bullying is a problem.	14%	17%	23%	14%	27%	5%

Summary:

Social climate is closely tied to classroom climate, school climate, and values. It is shaped by the relationships between teachers and students, as well as among students. A positive social climate is beneficial to effective teaching and learning. From the eleven (11) areas above which are connected to social climate, eight (8) had an eighty-six percent (86%) or higher rating from parents, while all eleven (11) areas had a ninety-five percent (95%) or higher rating from staff. While there were several areas of strength, not to mention seven (7) one hundred percent (100%) markings from staff, there were also two areas with a significant difference between the parent and staff findings. This area was "students are treated fairly", and "students feel safe at school," both having a 14% discrepancy between the two stakeholder groups. Areas that saw positive trends by both the parents and staff were "school rules are fair."

The final question in this section was changed in the 20-21 school year from "bullying is not a problem" to "bullying is a problem." Twenty-seven percent (27%) of parents feel that bullying is a problem, which is an increase of four (4%) from the previous year. Fourteen percent (14%) of our staff indicated that bullying is a

Heritage Oak Elementary School Parent/Staff/Student Survey 2024-2025

problem at our school in 2023/24, and only five percent (5) indicated it was a problem in 2024/25. Heritage Oak Elementary strives to be a "Bully Free" school, therefore, we will continue to be proactive in addressing these areas and closely monitor through restorative practices, including class restorative circles, and analysis of our schoolwide PBIS/SWIS data.

Stakeholder Engagement: c-ommunication with Parents

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>Please indicate how much you disagree or agree with the following statements.</i>						
The school keeps me well informed about events and activities	97%		89%		97%	
Teachers keep me well informed about my child's progress.	94%		88%		94%	

Summary:

One of the most important aspects of a child's educational journey is clear and regular communication between parents, teachers, and the school. Parent involvement also helps to keep students on track and make sure they're reaching their full potential in all areas, from academics to extra-curricular activities, and more. Ninety-seven percent (97%) of parents reported that "the school keeps them well informed about events and activities", which is an eight percent (8%) increase from the previous year. Ninety-four percent (94%) of parents reported that "teachers keep parents well informed about their child's progress", which is a six percent (6%) increase from the previous year. Heritage Oak communicates events and school-wide information via our weekly parent school a-newsletter, our staff memo "The Husky Howler," our school website, social media, and the marquee. Parents have access to the Aeries parent portal, giving them academic progress of their student. Special messages or reminder emails are also sent to parents through our Parent Square system. Teachers communicate student progress through progress reports, report cards, parent meetings, phone calls and/or email.

Stakeholder Engagement C.ommunication with Parents

	2022-2023		2023-2024		2024-2025	
<i>Are you able to communicate with teachers/staff when you need?</i>	Parent	Staff	Parent	Staff	Parent	Staff
Yes	98%		99%		97%	
No	2%		1%		3%	
N/A/ I have not needed to communicate with teachers or staff	0%		0%		0%	

Summary:

Effective communication builds understanding and trust. When parents feel they are able to communicate with teachers and school staff, it builds trust and collectively, will be better able to work together to support their child's well being and development. Effective communication is key in establishing and maintaining positive partnerships with parents and school staff. This category continues to indicate that the majority of parents feel they are able to communicate with teachers and staff when needed, ninety-seven percent (97%). Three percent (3%) of the parents indicated they are not able to communicate with teachers/staff when needed. Various reasons for this result may have included: limited access to phone, email, and/or social media, or it may be due to a language barrier. As a district, we have access to the Language Line, which allows us access to professional translators for approximately 240 different languages. Using this service, we are able to communicate with our English Learner parents/guardians, which helps close the communication gap.

Stakeholder Engagement - Communication with Parents

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>How do you receive most of your information about your child's school?</i>						
Electronic communications sent to me from my child's school	89%		89%		87%	
School and/or District Newsletters	65%		63%		50%	
School and/or District website	29%		22%		21%	
Communications from my child's teacher	80%		80%		73%	
Social Media	14%		24%		23%	
Employees of the district	5%		10%		6%	
Other	5%		7%		1%	
None of the above	0%		0%		0%	

Summary:

Maintaining clear communication is important in achieving the objective of educating our students to the highest standards. Students benefit by improved communication because contact between home and school helps children learn and succeed. This category confirms that the majority of parents receive most of their school information from electronic communications sent by the school, eighty-seven percent (87%), which is status quo from the prior year. In today's society, the majority of our families like the convenience of having information quickly and at their fingertips, therefore, the numbers above reflect this preference.

Stakeholder Engagement: Communication with Parents

	2022-23		2023;24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>How would you prefer your child's school to provide information to you? (Select all that apply)</i>						
Emails	95%		95%		95%	
Text messages	67%		42%		45%	
School and/or District Newsletters	28%		34%		38%	
School and/or District website	22%		12%		12%	
Social media	9%		19%		15%	
Mail/letters	9%		12%		12%	
Phone calls	8%		16%		15%	
School or district meetings	5%		0%		2%	
Other	1%		0%		2%	

Summary:

The survey results align with the previous category, indicating that parents prefer to receive information electronically. What seems like just a few years ago, phone calls were an immediate and preferred way to connect a teacher and parent. However, recent data shows that providing information via a phone call (fifteen percent) is a much less desired way to communicate than through email (ninety-five percent; 95%). Email preferences have remained the same over the past three years, while text messages remain relatively the same from last year. Parents preferring school and/or District newsletters increased by 4% from the previous year.

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Parent Involvement

My [child's] school...	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
effectively communicate(s) with parents regarding their child's progress.	91%	96%	89%	100%	89%	100%
encourage(s) parental involvement.	95%	100%	91%	100%	93%	94%
encourage(s) involvement from community members and organizations.		71%		67%		72%
has/have parents who are highly involved.	92%	78%	91%	79%	89%	83%

Summary:

Historically, both parents and staff tend to report favorable marks in the area of Parent Involvement. Parent involvement opportunities have included: room parents, classroom volunteers, art docents, library volunteers, field trip chaperones, Watchdog program, and school events. At Heritage Oak, both parents and staff feel that our school "encourages(s) parental involvement" with parents reporting a ninety-three percent (93%) approval rating and staff at ninety-four percent (94%). In addition, both parents (eighty-nine 89%) and staff (one hundred percent; 100%) feel school "effectively communicate(s) with parents regarding their child's progress" with favorable marks. The 22/23 school year's largest discrepancy between the parent and staff survey feedback was "has/have parents who are highly involved" with a fourteen percent (14%) difference. The current data shows this gap has narrowed to six percent (6%). In the area of "encourages involvement from community members and organizations", the staff indicated a seventy-two percent (72%) rating, which is an increase from the previous year of five percent (5%). Working with community members and organizations continues to be an area where we strive to make connections. Heritage Oak will also continue to work closely with our Parent Teacher Association (PTA) to foster community relationships and events.

Parental Involvement:

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>Which parent or community activity(ies) have you participated in this year?</i>						
Back to school night or open house	85%		86%		85%	
School or class event, such as a play, sports event, or award assemblies	70%		67%		66%	
Parent-teacher conference with child's teacher	32%		92%		89%	
Volunteering at my child's school	58%		51%		44%	
Family/Parent Events	27%		24%		20%	
Parent Teacher Association	32%		21%		18%	
School committee or council such as Site Council or ELAC	6%		7%		4%	
District committee or council such as LCAP, DELAC, Title I, GATE or Health	3%		4%		0%	
Other	2%		5%		2%	
None of the above	6%		2%		5%	

Summary:

A large portion of parents responded that they have participated in parent-teacher conferences with their child's teacher, eighty-nine percent (89%), which is a three percent (3%) decrease from the 2023-24 school year. In addition, eight-five percent (85%) participated in Back to School or Open House, which is status quo from the previous two years. The next most popular forms of parent participation continue to be attending a school or class event at sixty-six percent (66%), and volunteering at the school at forty-four percent (44%). Very few parents participate in formal committees such as the School Site Council/ELAC, four percent (4%) or District committees, zero percent (0%). These smaller numbers make sense, since the committees are on the smaller-size and only require a few parent representatives.

Parental Involvement

	2022-23		2023-24		2024-25	
	Parent	Staff	Parent	Staff	Parent	Staff
<i>What would help parents become more involved in Dry Creek?</i>						
More information on how to support students at home	29%		20%		26%	
More information on involvement opportunities	30%		32%		31%	
More communication between school and parents	15%		14%		19%	
More participation opportunities at the school level	38%		24%		22%	
More events offered in the evening	32%		26%		26%	
More participation opportunities at the district level	11%		5%		10%	
More convenient locations for participation	6%		2%		5%	
More communication in our family's primary language	2%		2%		4%	
More events offered in the morning	6%		5%		6%	
Other	3%		8%		6%	
None of the above	20%		26%		26%	
Virtual Event (Ex. Zoom)	21%		15%		25%	

Summary:

When asked what could be done to encourage more involvement in Dry Creek, twenty-six percent (26%) of parents indicated they would like more events offered in the evening. Thirty-one percent (31 %) of parents indicated more information on involvement opportunities. Twenty-six percent (26%) of parents responded that it would be helpful to receive more information on how to support students at home, and twenty-two percent (22%) of parents would like to have more participation opportunities at the school level. As a school, we will continue to communicate and reach out to parents regarding the multiple ways to be involved, both at the school and/or district level.

Parental Involvement.

	2022-23		2023-24		2024-25	
<i>I feel that the school and/or district value(s) my participation or input in engagement opportunities.</i>	Parent	Staff	Parent	Staff	Parent'	Staff
Strongly Agree/Agree	82%		90%		83%	

Summary:

Positive connections between parents and school staff has been shown to improve student academic achievement, social abilities and emotional well-being. Parents and educators also benefit when true partnerships are valued. Eighty-three (83%) of parents agree/strongly agree that the school values their participation and input in engagement opportunities, which is a 7% decrease from the previous year.

Self-Awa oess:

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	student	Student	Student (%Agree)
I feel positive about my future.	78%	86%	97%
I know what I am good at.			95%
I can do most things if I try.	83%	88%	97%
I am happy with who I am.	83%	84%	93%
I can explain my feelings to others.	40%	49%	55%
I know when I am feeling overwhelmed.	79%	81%	93%

Summary:

Self-Awareness is imperative to a child's academic success and social and emotional growth. This vital thinking skill promotes a child's ability to judge their own behavior and performance, as well as their ability to appropriately respond to diverse social situations. At Heritage Oak, students have a positive outlook when it comes to self-awareness in five out of six areas, reporting at or over eighty percent (90%) in each of those categories. Fifty-five percent (55%) of students indicated that they "can explain my feelings to others" which is an increase of six percent from the previous year. This lower percentage indicates continued learning opportunities which cultivate self-awareness; Restorative Circles and ToolBox will continue to be used and need to be consistent in our school routines.

Growth Mindset-

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student {%Agree}
I can usually solve my problems.	74%	77%	93%
I keep trying, even when things are hard.	79%	83%	98%
I can make the best out of a bad situation.	56%	53%	69%
I am a hard worker.	84%	84%	95%
I can learn from my mistakes.	91%	90%	98%
I feel confident in my ability to learn new things.	79%	85%	93%

Summary:

Students with a growth mindset are able to take on various challenges, and more importantly, learn from them. This increases both their abilities and achievement. When students truly understand that they have the ability to get smarter, they apply an increasing amount of effort. As a school, we focus on the importance of having a Growth Mindset, and we strive to teach our students the skills required to cultivate this mindset. In fact from the six areas above, five had favorable marks. Ninety-eight percent (98%) of students feel they can learn from their mistakes, as well as ninety-five percent (95%) view themselves as hard workers. Improvement can continue to be made in the category of "making the best out of a bad situation" with only sixty-nine percent (69%) of students reporting they feel like they are able to do this. To target this area, Heritage Oak will continue to utilize our school counselor to conduct school wide Toolbox messages to students, as well as facilitate social/emotional lessons. Overall, the scores above reflect that our efforts to foster a Growth Mindset in our students is making a positive impact.

Self- Management

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student {%Agree)
I keep my promises.	81%	82%	97%
I know right from wrong.	81%	84%	96%
I follow the rules.	84%	85%	96%
I finish whatever I begin.	68%	73%	78%
I know how to identify my feelings.			82%

Summary:

Self-management plans are utilized to prepare students to independently complete tasks. These plans also teach them to take an active role in both monitoring and strengthening their own behavior. Self-management is a skill that plays a very important role as children become adults. At Heritage Oak, one program we are using to explicitly teach our students how to understand and manage their own social, emotional and academic success, is "The ToolBox". Through twelve "Tools", students learn different approaches on how to tap into their inner resilience when needed. Overall, four out of the five categories are at or above 82% (eighty-two percent) show that students need to be continually taught how to self-manage in a positive way. "I finish whatever I begin" is one area that shows a lower rating. We will continue to target these areas by focusing on Growth Mindset and our Toolbox program.

Responsible Decision Making

	2022-23	2023-24	2024-25
<i>Within the past two weeks, how often have you...</i>	Student	Student	Student {%Agree}
I wait patiently in line.	72%	84%	85%
I wait for my turn to talk in class.	71%	83%	87%
I think about what will happen before making a decision.	56%	62%	63%
I pay attention in class.	83%	84%	92%
I tell the truth even when it is hard.	75%	75%	86%
I can calm myself down when I am upset.	55%	60%	76%

Summary:

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has defined the term "responsible decision making" as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms." As part of our schoolwide Positive Behavior Intervention and Supports (PBIS), we focus on establishing and maintaining an environment that helps our students make necessary changes to their own behavior. PBIS promotes the following: a more positive school environment, a safer learning environment, and more trusting and respectful student-teacher relationships.

At the time of this survey, seventy-six percent (76%) of students indicated they calmed themselves down when upset, while sixty-three percent (63%) thought about what might happen before making a decision. When it came to students telling the truth even when hard, eighty-six percent (86%) of students indicated doing so. As staff discussed these findings, they mentioned perhaps the numbers trended on the lower end because the students were not upset within the past two weeks or found themselves in a situation when they had to tell a "truth" because those situations hadn't arisen. As a school team, we will continue to teach our students about self-regulation skills through use of "The Toolbox" as well as provide students with opportunities to build resiliency, responsible decision making skills, as well as having empathy for self and others.

Heritage Oak Elementary School Parent/Staff/Student Survey 2024-2025

Social; Awareness

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I accept others for who they are, even if they are different than me.	93%	94%	97%
I treat people with respect.	95%	97%	99%
If someone is sad, I try to help them.	86%	90%	91%
I can tell when someone is upset.	86%	85%	92%
I am happy for my friends when they do well in school.	91%	91%	97%

Summary:

Social awareness is described as the ability to understand others' perspectives, empathize with those from diverse backgrounds, to understand the social and ethical norms for behavior, and finally, to recognize family, school, and community resources which are available. The data indicates that social awareness is a strong attribute of our students at Heritage Oak. All five (5) areas received scores of ninety-one percent (91 %) or higher, and all five areas increased slightly from the previous year. As a school, we will continue to model and teach our students how to build positive relationships with others of all backgrounds.

Relationship - SIdHs♦

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I can talk easily with other kids in my grade.	68%	83%	88%
I feel comfortable working in a team with other students.	74%	77%	84%
I have friends at school.	88%	94%	97%
I feel like my classmates include me.			81%

Summary:

Relationship skills are a significant part of students' development. When relationship skills have been fostered and are present, there is a greater rate of self-esteem, and student buy-in increases, which creates a more cohesive class. Ninety-seven percent (97%) of students feel like they have friends at school, which is a slight increase from the previous year. Eighty-four percent (84%) of students are comfortable working in a team with other students, which is up from the year prior. Eighty-eight percent (88%) of students feel they "can talk easily with other kids in my grade level". Continued efforts to build positive peer relationships will be a focus in order to lower the percentage of students who feel left out. Lessons and strategies will be explicitly taught in various ways, including class restorative circles.

Civic Mindset

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I am knowledgeable about what is happening in the world.	77%	69%	86%
I care about my community.	91%	95%	98%
I believe that I can make a difference in my community.	72%	73%	78%

Summary:

Creating a community mindset starts at school for many students. Engaging students to serve themselves and others in their classrooms, grade levels, and the whole school is a vital piece to form a safe and comfortable learning environment. The vast majority of students, ninety-eight percent (98%), stated they care about their community. However, only seventy-eight percent (78%) believe that they can make a difference in their community. This disconnect may be a result of their age and believing they are too young to make a difference on such a large scale. Having conversations and opportunities for students to participate in age appropriate civic duties, for example Student Council, and our Difference-Maker program will empower the students to make a difference in their community.

Social Support

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree With the following statements:</i>	Student	Student	Student (%Agree)
Adults at school listen when I have something to say.	76%	75%	92%
Adults at school care about me.	81%	83%	94%
I feel like I belong at school.	65%	77%	85%
I have at least one adult at school that I trust.	85%	87%	94%
My teachers believe that I will be successful.	85%	89%	96%
Adults at school support me when I need help		80%	93%

Summary:

Social support is described as having a network of friends and family who a person can turn to in times of need. It plays a critical role in well-being by enhancing quality of life and providing a more positive self-image. Students at Heritage Oak feel teachers provide adequate and encouraging support, with ninety-six percent (96%) believing their teachers think they will be successful and ninety-four percent (94%) feeling cared for at school by adults. In addition, ninety-four percent (94%) of students indicated having at least one adult at school they could trust. When a child has a trusted adult that believes in them, it can be such a tremendous support and have such a positive effect. Eighty-five percent (85%) of students "feel like I belong at school" which is a nineteen percent (19%) increase from 2022/23. Building inclusivity and connections with our students is a top priority. We will continue to explore ways to foster community and strengthen relationships with our students, so that all students have a sense of belonging.

Emotional Well-being:

	2022-23	2023-24	2024-25
<i>Within the past two weeks, how many times have you....</i>	Student **Number of students reporting 0times	Student **Number of students reporting 0times	Student **Scale- Shortened 0Often, Sometimes, Never
I feel sad.	25%	19%	85%
I feel lonely.	32%	45%	88%
I feel like not talking to anyone.	27%	30%	91%
I have trouble falling asleep.	29%	35%	64%
I worry about school work.	28%	32%	72%
I feel worried.	33%	33%	83%
I could not focus in school.	21%	31%	87%

Summary:

Emotional health and well-being is an important part of overall health. People who are emotionally healthy are shown to have better control of their own thoughts, feelings, and behaviors. In addition, they typically have healthy and positive relationships. When looking at this particular data, it may be helpful to look at it from the perspective of how many students actually experienced the feelings. For example, the data shows that seventy-two percent (72%) of students reported not being worried about school work, which means that twenty-eight percent (28%) of students were worried about school work within the past two weeks when the survey was taken. While school work is an important piece of guided practice and learning, it should not cause worry. In addition, sixty-four (64%) of students reported having trouble falling asleep, which may have resulted in eighty-seven (87%) of students feeling like they could not focus in school. Quality sleep is essential to a student's mental, emotional, academic, and physical performance. Both the Heritage Oak Leadership Team and School Site Council discussed this area, and felt that the increased use of electronics, especially in kids bedrooms, may be impacting their ability to sleep. Finally, eighty-five percent (85%) felt sad, ninety-one percent (91 %) felt like not talking to anyone, and eighty-eight percent (88%) felt lonely. To address the areas above, we will continue to support our students' emotional health and well-being through Restorative Circles, The ToolBox, Buddy Bench, PBIS, in-class counseling lessons, and small-group/1: 1 counseling support, to name a few.

Frequency of Bullying

	2022 23	2023-24	2024-25
<i>Since the start of the school year, how often have you experienced the following:</i>	Student, **Number of students reporting NEVER experiencing bullying	Student **Number of students reporting NEVER experiencing bullying	-Student **Number of students reporting NEVER experiencing bullying
I have been physically bullied by students at school.	85%	71%	73%
I have been verbally bullied by students at school.	73%	60%	48%
I have been electronically bullied by students (e.g., text messages, email, social media).	87%	90%	87%

Summary:

The National Center Against Bullying defines bullying as, "an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behavior that intends to cause physical, social and/or psychological harm". Bullying is an unacceptable behavior and it is critical for schools to have clear and comprehensive prevention practices, as well as policies in place to address bullying and all forms of harassment. An emphasis must be placed on prevention, timely and consistent intervention, social-emotional supports (for both victims and bullies), and clear, appropriate discipline. Educators, school psychologists, students, and their families must work together to ensure that students feel safe while at school, as well as on the way to and from school. 87% of students indicated they have never been electronically bullied by other students (e.g. text messages, email, and/or social media) and seventy-three percent (73%) of students reported never being bullied physically by other students at school. Forty-eight percent (48%) of students reported being verbally bullied, which unfortunately showed no significant gain from the year prior. We always strive to be a bully-free campus and will continue to teach kindness and empathy towards one another, as well as monitor all bullying incidents with consistent analysis.

Location of Bullying

	2022-23	2023-24	2024-25
<i>Where in school have you been bullied?</i>	Student	Student	Student-
During recess or outside time.	76%	60%	78%
In a classroom.	32%	35%	22%
At the cafeteria.	32%	22%	22%
In hallways.	12%	8%	11%
In the bathroom.	6%	3%	6%
In the locker room.			2%
Online	16%	19%	13%
Other	24%	17%	28%

Summary:

Research shows that the highest occurrences of bullying appear to be in places where there is a combination of a high number of children and a lower rate of adult supervision. These locations often have less structure. Examples of this would be: the lunchroom, playground area, school bus, and restrooms. The data above shows locations where potential bullying may have occurred. The data above is in agreement with the research with seventy-eight percent {78%} reporting that bullying happened during recess compared to twenty-two percent {22%} in the classroom, where the adult to child ratio is lower. Increases in bullying are shown in four of the eight areas surveyed. We will continue to teach our students to be advocates for themselves and others, when faced with bullying. Our school-wide behavior expectations, known as the Husky Way, address showing respect to others and not demonstrating bullying characteristics. In addition, we have implemented "STOPit!", an anonymous online/App to report bullying. Students, parents or staff can make the report involving bullying, which is then followed up by administration.

School Environment

	2022-23	2023-24	2024-25
<i>Please indicate how much you disagree/agree with the following statements:</i>	Student	Student	Student (%Agree)
I am proud to be part of my school.	81%	84%	92%
School activities are fun.	65%	79%	92%
I have a say in school decisions that affect me (e.g., class activities, lessons, school rules).	47%	57%	74%
My school is a safe place.	77%	81%	95%
My school has a positive environment.			84%

Summary:

A positive school environment has many benefits. Studies have shown that it reduces stress in both teachers and students, which boosts a more positive mindset. It has a positive effect on student attendance and achievement, and teacher retention as well. Ninety-two percent (92%) of students reported being proud of their school. Within the school environment, the classroom environment also greatly affects student learning. In the classroom, students are provided opportunities to build social skills, as well as clear learning goals, feedback and many strategies for success. Increases are noted in all of the areas, and we will continue our school's commitment in creating an encouraging and invigorating learning environment for all students, where they share personal connections. The Heritage Oak staff is committed to creating an encouraging and stimulating learning environment for all students.